ESSA: Early Postsecondary Opportunities

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Goals for this Session

• Review Tennessee Educational Equity Coalition
  – Priorities & ESSA Engagement Strategy
• Review Tennessee’s ESSA plan & the Ready Graduate Indicator
• Discuss Tennessee Department of Education’s approach to including the Ready Graduate Indicator
• Discuss strategies for engagement and learning at the local and state level
Who are we?

www.tnedequity.org

tn educational equity coalition
What do we mean by Equity?
Our 3 Policy Priorities

- **Priority 1:** Excellent Teachers and Leaders for Every Child
- **Priority 2:** Strong Accountability Systems
- **Priority 3:** Appropriate and Equitable Resources
Why should we care about ESSA?

• ESSA was a bipartisan bill signed into law in December, 2015.
• ESSA is fundamentally a civil rights law.
• ESSA allows us an opportunity to ensure all students are treated equitably.

• The impact ESSA will have on students will depend on the involvement and advocacy of community members.
• It is our collective responsibility to remain engaged as the state plan moves into implementation.
Equity Coalition ESSA Engagement

- **First meeting with TDOE**
  - MAY 2016

- **Coalition members selected for state ESSA working groups**
  - JUNE 2016

- **Steering Committee meets with Secretary of Education John King**
  - JULY 2016

- **Launch of ESSA Bootcamp Series**
  - DEC. 2016

- **Coalition submits comments to USED: Notice of Proposed Rulemaking**
  - MAY 2016

- **Coalition submits letters to Senator Lamar Alexander and Commissioner Candice McQueen**
  - JULY 2016

- **Op-ed in response to draft version state plan**
  - MAY 2017
What did we advocate for?

1. **Careful selection of Indicators:**
   - Must be able to disaggregate the data for each student group
   - Must be able to differentiate between schools and districts
   - Must be aligned to post-secondary readiness and academic outcomes
   - Must send a clear signal to schools about the priorities of the state
   - Must trigger actions by school personnel and the allocation of resources to ensure all students succeed on the metric

2. **Chronic Absenteeism & an Opportunity Metric tied to access to college and career readiness**
Featured Presenter

Patrice Watson

Director of Early Postsecondary Division of College, Career, and Technical Education

Tennessee Department of Education
Measure of School Quality and Student Success

Ready Graduate indicator (for high schools)

Graduation Rate multiplied by the percentage of students who are Ready Graduates. A Ready Graduate meets one of the following criteria (students can only be “counted” once):

1. scoring 21 or higher on ACT  OR
2. completing 4 EPSOs  OR
3. completing 2 EPSOs + earning industry certification (on a CTE pathway leading to a credential) OR
4. completing 2 EPSO + designated score TBD on ASVAB AFQT

This metric defines four “checks” for evidence that graduates have demonstrated postsecondary and workforce readiness.
Our Vision

• We believe all high schools should offer a diverse portfolio of early postsecondary opportunities (EPSO) for students.

• We believe all students should have an opportunity to earn postsecondary credits/hours and transferable industry certifications while in high school.
Early Postsecondary Opportunities Help Students Achieve Success After High School

Early postsecondary opportunities allow students to:

▪ Earn postsecondary credits in high school.
▪ Become familiar with postsecondary learning expectations and requirements.
▪ Develop confidence and study skills necessary for success in postsecondary coursework.
▪ Make more informed decisions about postsecondary plans and career goals.
▪ Decrease the time and cost of completing a certificate or degree.

Students who participate in early postsecondary courses are more likely to enroll and persist in college.
What are EPSOs?

An Early Postsecondary Opportunity (or EPSO) is a course and/or exam that gives students a chance to obtain postsecondary credit while still in high school.
Nearly all Tennessee high schools offer EPSOs.
Still, just over 40 percent of the 2011 graduating cohort (2015 graduates) attempted an EPSO.
Gaps in EPSO Enrollment

For example, there is a 27 percentage point gap in EPSO access between ED and non-ED students. This means non-ED students are twice as likely to have the chance to earn college credit in high school compared to their non-ED peers.
Gaps in ED student access exist across EPSOs. Many “ready” students are not taking EPSO courses.

**Economic Disadvantaged Differences**

- **Any EPSO**
  - Non-ED: 29%
  - ED: 17%
- **Any DE course**
  - Non-ED: 29%
  - ED: 12%
<table>
<thead>
<tr>
<th>Early Postsecondary Opportunity</th>
<th>Typical Associated Costs</th>
<th>Available Funding Options</th>
</tr>
</thead>
</table>
| **Advanced Placement (AP)**    | Required Costs:          | ➢ State Exam Fee Assistance Pilot  
                               | • Student exam fees         | ➢ Federal Grants: ESSA Title IV Block Grant (TBD), Title I  
                               | Potential (not required):  | ➢ Perkins Basic (only when course is within a POS)  
                               | • Teacher training         | ➢ College Board economically disadvantaged fee waivers  
                               | • Purchase of materials or curriculum supplements | ➢ Local Chamber of Commerce or industry partnership  |
| **Cambridge International Exams (CIE)** | Required Costs:          | ➢ State Exam Fee Assistance Pilot  
                               | • Student exam fees         | ➢ Federal Grants: ESSA Title IV Block Grant (TBD), Title I  
                               | Potential (not required):  | ➢ Perkins Basic (only when course is within a POS)  
                               | • Teacher training         | ➢ College Board economically disadvantaged fee waivers  
                               | • Purchase of materials or curriculum supplements | ➢ Local Chamber of Commerce or industry partnership  |
| **CLEP Exam**                   | Student exam fee         | ➢ Perkins Basic (only when course is within a POS)  |
| **International Baccalaureate (IB)** | • Application and/or teacher training costs to become an IB World School  
                                    | • Student exam fees         | ➢ State Exam Fee Assistance Pilot  
                                    |                               | ➢ Federal Grants: ESSA Title IV Block Grant (TBD), Title I  
                                    |                               | ➢ Perkins Basic (only when course is within a POS)  
                                    |                               | ➢ College Board economically disadvantaged fee waivers  
<pre><code>                                |                               | ➢ Local Chamber of Commerce or industry partnership  |
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<tr>
<th>Early Postsecondary Opportunity</th>
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<tbody>
<tr>
<td>Dual Enrollment</td>
<td>Required Costs:</td>
<td>• Dual Enrollment Grant</td>
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<td></td>
<td>• Tuition cost</td>
<td>• Perkins Basic (only when course is within a POS)</td>
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<td></td>
<td>• Mandatory fees</td>
<td>• Scholarships/Gap costs covered by some institutions</td>
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<td></td>
<td>Potential Costs:</td>
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<tr>
<td></td>
<td>• Course-specific fees</td>
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<td></td>
<td>• Textbooks or other</td>
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<td></td>
<td>materials</td>
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<td>Local Dual Credit</td>
<td>Standard fee of $25 across all community colleges</td>
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<tr>
<td>Statewide Dual CreditC</td>
<td>• Required teacher training travel costs</td>
<td>Exam costs fully covered by TDOE</td>
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<tr>
<td></td>
<td>• Student exam fees (covered by department)</td>
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<tr>
<td>Industry Certification</td>
<td>• Student exam fee</td>
<td>• Perkins Basic</td>
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<td></td>
<td>• Licensure application fee</td>
<td>• Perkins Reserve Grant</td>
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<td>• Professional organization registration fee</td>
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Where are we now?

- Tennessee submitted the final ESSA State Plan on April 3rd.
- ESSA was codified by TN General Assembly and became state law July 1, 2017.


- Schools will start receiving A-F letter grades December 2018.
What will we be watching in implementation?

- Districts and schools must commit to offering a diverse array of Early Postsecondary Opportunities for high school students.
- Student access of EPSOs by subgroup and inequities in access for underserved groups of students.
- The development of data systems to ensure Tennessee can meet the goal to transition to success metrics in three years.
What will we be watching in implementation? (continued)

• Enrollment practices (certain groups of students not being allowed to enroll in EPSOs or discouraged from enroll).
• Efforts to ensure strong partnerships with rural areas to increase EPSO options.
• Efforts to ensure every high school offers at least one EPSO.
What can you do?

Examine EPSO access rates and trends at your local school.

Questions to ask:

• Are there student groups, or grades, that have lower rates of participation in the EPSOs offered at this school?
• Are there trends in the reasons for student enrollment by subgroup?
• Is there a diverse array of EPSO options for students at this school?
• What systems are in place now to address increasing access to EPSO?

Find out how you can assist with efforts to increase EPSO options and student participation at your local school.

• Partnerships
• Incentive programs
• Services & Resources
Future ESSA Webinars

Rural Districts
Noon CST, Sept. 16, 2017

School Accountability
Noon CST, October 20, 2017

School Improvement
Noon CST, November 17, 2017

Parent Engagement
Noon CST, December 15, 2017

School Funding
Noon, CST, January 19, 2018
Questions?

Please fill out our survey!